Arizona
Biennial Report
to the
Office of Special Education Programs
U.S. Department of Education



Arizona 2001 Biennial Report to the Office of Special Education Programs U.S. Department of Education





Jaime A. Molera Superintendent of Public Instruction

May 30, 2002

Larry Wexler, Deputy Director Monitoring and State Improvement Planning Division Office of Special Education Programs U.S. Department of Education Mary E. Switzer Building 300 C Street, S.W., Room 3630 Washington, D.C. 20202-2640

Dear Mr. Wexler:

The Arizona Department of Education, Exceptional Student Services submits to you the 2001 Biennial Report as required by the Individuals with Disabilities Act (IDEA) amendments of 1997. This is the second such report submitted by Arizona and we commend your office for providing a more standardized format for states to use in the submission this year. The tables and instructions gave us an opportunity of look at information about Arizona in a way that was not possible with the previous report.

The staff of Exceptional Student Services looks forward to using the information contained in our report to facilitate improvement in outcomes for students with disabilities and their families. The document will be disseminated statewide to ensure active public knowledge of the issues raised by this report and participation in their resolution.

Sincerely,

Steve Mishlove, Director

Lynn Busenbark, Ph.D., Director

Table 1

Arizona
Performance Goals
and Indicators

Biennial Performance Report Performance Goals and Indicators

Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.

Goal 1:

Improve the educational achievement of students with disabilities*

Goal 1/Indicator A:

Increase the percent of students participating in Arizona's Instrument to Measure Standards (AIMS – including AIMS-A) with or without adaptations

Performance Targets/Benchmarks for Goal 1/Indicator A:

Performance Target = Greater than 90% 2003 benchmark = 86%

2005 benchmark = 88%

*State Strategic Plan goal

Performance Data for Goal 1/Indicator A: 2000-2001= 84% of students with disabilities in the appropriate grade levels participated in the AIMS system in SY 2000-2001.

Explanation/Discussion for Goal 1/Indicator A Performance Data: The Arizona Instrument to Measure Standards (AIMS) is administered in grades 3, 5, 8 and high school. The participation rate of students with disabilities is an imprecise number as the child count used for the denominator is from 12/1/2000, while the test participation data for the numerator is from Spring, 2001. Changes in state population between these two dates negatively impact the accuracy of the information. Growth may be negatively impacted if the state is prevented by the federal requirements from administering out-of-level tests.

The ADE/ESS has taken the following steps to increase participation rates:

- 1. Modification of the monitoring system to include:
 - a. LEA forms review to insure adequate opportunity on the IEP form to document test participation and appropriate accommodation and modifications;
 - b. Annual data collection and reporting by each LEA to the ADE/ESS of its participation rate;
 - c. Increased specificity for on-site monitoring activities regarding test participation.
- 2. Production of a manual and videotape training series on decision-making about test participation and test adaptations including instructions on the administration and scoring of the alternate assessments.

Future actions:

- 1. Collaboration with an LEA to build a statewide Internet-based scoring and reporting system for the alternate assessment;
- 2. Technical assistance by ESS staff for schools with participation rates below the target rate;
- 3. Revocation of charters by the chartering boards for those charter schools that elected not to administer the tests.

The state does not have a policy that allows a parent to "exempt" their child from state or district-wide assessments. The state has defined performance levels for the alternate assessment that are in line with the performance levels used for the balance of the AIMS system. The statistical soundness of the performance levels will be determined as more experience is available with the instrument. The technical advisory committee for the general statewide assessment worked on the development of the performance levels to ensure consistency with the other AIMS assessments. The AIMS-A is a single alternate assessment with multiple input sources that includes all content areas assessed by the general statewide assessments. The non-participation rate in 2001 for students with disabilities was 16%. The non-participation rate for the general population is not available. At this time, the state requires the teacher administering the test to code the answer sheet with the appropriate special codes.

Biennial Performance Report Performance Goals and Indicators

Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.

Goal 1/Indicator B:

Increase the percent of students with disabilities meeting or exceeding the state academic standards in reading.

*ESEA goal 1.1

Performance Targets/Benchmarks for Goal 1/Indicator B:

Performance Target = To be determined

2003 benchmark = 26%

2005 benchmark = 30%

Performance Data for Goal 1/Indicator B: 2000-2001= 24.6% of students with disabilities who were tested on grade level met or exceeded the state standards in reading.

Refer to Table1B for complete information

Explanation/Discussion for Goal 1/Indicator B Performance Data: While Arizona permits out-of-level testing, the data presented here includes only students tested on grade level. Out-of-level test results are included on Tables 1B.

The ADE/ESS has taken the following steps to increase reading achievement:

- 1. Changes in statute and state rules to require IEPs to reflect state academic standards;
- 2. Additions to monitoring procedures to focus on implementation of state standards for students with disabilities;
- 3. State Improvement Grant application targets reading achievement.

Future actions:

- 1. Active role in the planning and implementation of the statewide early reading initiative;
- 2. Co-sponsorship with other ADE division of intensive in-service training for teachers in the area of reading instruction;
- 3. Summer institute for teachers that focuses on the most at-risk populations for reading failure.

Biennial Performance Report Performance Goals and Indicators

Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.

Goal 1/Indicator C:

Increase the percent of parents reporting their child is progressing satisfactorily toward IEP goals.

Performance Targets/Benchmarks for Goal 1/Indicator C:

Performance Target = Greater than 80%

2003 benchmark = 74%

2005 benchmark = 76%

Performance Data for Goal 1/Indicator C: 2000-2001 = 72.7% of the parents responding to LEA surveys reported their child is progressing satisfactorily toward IEP goals.

Explanation/Discussion for Goal 1/Indicator F Performance Data: Beginning in June 2001, ADE/ESS required all LEAs to report on this indicator; however, specific instructions on the collection method for this indicator were not provided until Fall 2001. Reports should be more accurate beginning in Summer 2002. Benchmarks may be adjusted after those results are submitted.

ADE has taken the following steps to impact parent satisfaction with student achievement:

- 1. Establishment of a mandatory survey by all LEAs to ensure that each LEA is aware of their parent satisfaction levels;
- 2. Publication of standardized methods of collection of information from parents;
- 3. Establishment of standard procedures for LEAs to use in the analysis of data and the development of action plans.

Future actions:

- 1. Increase student reading ability, thereby increasing student achievement with a corresponding rise in parent satisfaction;
- 2. Work with all units within the department to ensure information regarding the achievement of students with disabilities is incorporated into every reporting format of the ADE;
- 3. Publish LEA results of performance indicators including parent satisfaction for statewide distribution;
- 4. Increase the reconvening of IEP teams when progress is not sufficient through adjustments to the state monitoring system and technical assistance.

Biennial Performance Report Performance Goals and Indicators

Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.

Goal 2:

Improve the school completion rates of students with disabilities.

Goal 2/Indicator A:

Increase the graduation rate of Arizona students with disabilities aged 14-21 years who exited from special education in Arizona.

*ESEA goal 6.1

Performance Targets/Benchmarks for Goal 2/Indicator A:

Performance Target = 29%

2003 benchmark = 26.5%

2005 benchmark = 28%

Performance Data for Goal 2/Indicator A: 2000-2001 = 25.3 % of students (aged 14-21) exiting special education received a regular high school diploma.

Explanation/Discussion for Goal 2/Indicator A Performance Data: The 2001 graduation rate for students with disabilities was calculated by dividing the numbers of students aged 14 years and older who received a regular high school diploma by the number of SWD aged 14 years and older who exited special education in 2001. The information was taken from the annual data report to OSEP.

Arizona is moving toward a high school graduation requirement of a passing score on the AIMS in reading, writing, and math, but difficulties with the test development have delayed the implementation of this requirement. Twenty credit hours are required by State Board rule for graduation, however LEAs are permitted to set higher credit requirements. IEP teams may determine alternate passing scores on the AIMS and alternate course selections for students with disabilities, but may not waive the testing requirement or the total number of credits needed for graduation. No alternate forms of a diploma are available. The state does issue a GED but by agency policy, a GED is not considered to be a regular high school diploma.

The ADE has taken the following steps to improve the graduation rate of students with disabilities:

- 1. Implementation of a transitions outcomes project;
- 2. Statewide training on the transition components within the IEP;
- 3. Development of the functional level of the Arizona Academic Standards;
- 4. Emphasis on incorporation of the Arizona Academic Standards into all students' IEPs.

Future actions:

- 1. Initiate a reading initiative to improve school success;
- 2. Identify LEAs with the low graduation rates and work with their leadership to determine causes and possible solutions.
- 3. Arizona is participating in the Transition Outcomes Project and has expanded these efforts to the state at large.

Biennial Performance Report Performance Goals and Indicators

Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.

Goal 2/Indicator B:

Decrease the percent of Arizona students with disabilities aged 14-21 who drop out of school.

*ESEA goal 6.2

Performance Targets/Benchmarks for Goal 2/Indicator B:

Performance Target = 13%

2003 benchmark = 15%

2005 benchmark = 14%

Performance Data for Goal 2/Indicator B: 2000-2001 = 16% of students with disabilities between the ages of 14-21 dropped out of school in SY 2000-2001.

Explanation/Discussion for Goal 2/Indicator B Performance Data: The 2001 dropout rate for students with disabilities was calculated by dividing the numbers of students aged 14 years and older who were reported as having dropped out by the number of SWD aged 14 years and older who exited special education in 2001. The information was taken from the annual data report to OSEP. All disability groups are included in these calculations.

ADE has taken the following steps to positively impact the dropout rate of students with disabilities:

- 1. Continued development of a statewide student database that will keep track of students who move from school to school thus reducing the "not known to be continuing" numbers. This is a particular problem in Arizona because of the configuration of schools into elementary districts, charter schools, and separate high school districts. Schools report a large number of students leaving middle school as "not known to be continuing" because of the open enrollment options and poor tracking systems;
- 2. Establishment of two research-oriented positions (one in the ADE Research and Policy Division and one in Exceptional Student Services) designed to gather accurate information, analyze information, and work with schools to make positive changes in areas such as achievement, suspensions, test participation, and disproportionality.

Future actions:

- 1. Initiate a reading initiative to improve school success;
- 2. Identify LEAs with the highest dropout rates and work with their administration to determine causes and identify possible solutions.
- 3. Arizona is participating in the Transition Outcomes Project and has expanded these efforts to the state at large.

The drop out rate for general education measures the proportion of initially enrolled students who drop out of school during a twelve-month period. The special education drop out rate was calculated on the proportion of students with disabilities who **exited** school by dropping out.

Biennial Performance Report Performance Goals and Indicators

Note: Indicate with an asterisk (*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.

Goal 2/Indicator C:

Decrease the percent of LEAs that have a long-term suspension rate greater than 10% of their enrolled special education population.

*Congruent with ESEA Performance Goal 5.0

Performance Targets/Benchmarks for Goal 2/Indicator C:

Performance Target = 5.5%

2003 benchmark = 7.4%

2005 benchmark = 6.4%

Performance Data for Goal 2/Indicator C: 2000-2001 = 8.4% of the LEAs in Arizona reported a long-term suspension rate of greater than 10% of their enrolled special education population. This percentage represents 39 LEAs.

Explanation/Discussion for Goal 2/Indicator C Performance Data: Arizona elected to use a comparison among LEAs within the state as the method for analysing suspension data. Arizona has three different configurations for schools. Unified LEAs serve grades K-12. Their suspension rate for 2001 averaged 3% with 21 having suspension rates over 10%. Elementary LEAs serve a variety of grades between K-8. Their suspension rate in 2001 averaged 2% with 9 having suspension rates over 10%. High School LEAs serve grades 9-12 and their suspension rate in 2001 averaged 7%. The statewide suspension rate for all school types was 2.8% with 9 having suspension rates over 10%. Because of the growth in the number of charter schools each year, it is possible for the number of schools with suspension rates over 10% to go up even as the percentage of schools goes down.

These data are taken from the year-end reports with the cumulative information provided to OSEP on the exiting tables. Since 70% of Arizona schools had NO suspensions of students with disabilities for longer than 10 days, the state will focus attention on the LEAs with markedly high suspension rates. Thus, attention will be directed at those schools having the most difficulty with long-term suspensions. The ADE has used a variety of strategies to improve results on this performance indicator, including:

- 1. Funding the Arizona Behavioral Initiative (ABI);
- 2. Offering SELECT classes via the web on positive behavioral interventions and improving school climate;
- 3. Requiring schools with suspension issues to undergo training and increased oversight in the area of disciplinary procedures;
- 4. Increasing the emphasis on counseling as an appropriate related service.

Future actions include:

- 1. Dissemination of information on suspension rates by LEA;
- 2. Increase technical assistance by ADE for LEAs with high rates;
- 3. Consideration of suspension rates in the selection of monitoring procedures by ADE.

Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for non-disabled students. 83%. The strategic planning process at the ADE ensures that the divisions within the agency are working on mutually supportive goals.

Table 1A Table 1B Table 1C

Participation
and Performance of
Students Receiving
Special Education Services

Biennial Performance Report <u>Participation in/Performance of Students Receiving Special Education Services</u>

Overarching Questions

SY: 2000-2001 State: **Arizona**

	Assessment Questions	Totals
1.	At the grade or age levels tested, as shown on Table 1B, how many students with disabilities participated in the general assessment for the school year reported? (Unduplicated Count)	AIMS = 14,486 SAT 9 = 69,634
2.	At the grade or age levels tested, as shown on Table 1C, how many students participated in the <u>alternate</u> assessment for the school year reported? <i>(Unduplicated Count)</i>	1390
3.	At the grade or age levels tested, as shown on Tables 1B and 1C, how many students were provided accommodations or modifications in either assessment measure? (Unduplicated Count)	AIMS = 8,757 SAT 9 = 54,285
4.	Do the totals shown for questions 1 and 2 include all students who were provided accommodations or modifications in the assessment? If yes, enter a zero in the cell to the right. If no, provide the number of students who were provided accommodations or modifications in the assessments and were not included Table 1B or Table 1C. (Unduplicated Count)	0
5.	At the grade or age levels tested, as shown on Tables 1B and 1C, did <u>ALL</u> students with disabilities participate in at least one assessment measure? If yes, enter a zero in the cell to the right. If no, enter, in the cell to the right, the total number of students who did not participate.	Unknown
	If a total is entered in the cell to the right, what is the State's plan for including the participation of these students in future assessments?	
	Response (If applicable):	
	Arizona uses two different test and scoring companies and does not yet have a common link between the two companies with a match up to individual students, with or without disabilities.	

Biennial Performance Report <u>Participation in/Performance of Students Receiving Special Education Services on General Assessments</u>

SY: 2000-2001 State: **ARIZONA**

				Gene	ral Assessment:	AIMS			
Grade X	Age	Content Area: Reading				Content Area: Math			
		Falls Far Below Proficiency Level	Approaches Proficiency Level	Meets Proficiency Level	Exceeds Proficiency Level	Falls Far Below Proficiency Level	Approaches Proficiency Level	Meets Proficiency Level	Exceeds Proficiency Level.
		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed
1	6 Yrs								
2	7 Yrs								
3	8 Yrs	2577	1505	1420	413	2730	1851	940	372
4	9 Yrs								
5	10 Yrs	2218	997	692	108	2027	1940	239	354
6	11 Yrs								
7	12 Yrs								
8	13 Yrs	1790	538	428	44	2449	423	43	5
9	14 Yrs								
10	15 Yrs	396	359	250	25	896	77	56	9
11	16 Yrs								
12	17 + Yrs								

If ALL information found in Table 1A is being reported as part of the State's "report to the public" (34 CFR §300.139(b)), then Table 1A is NOT required. Instead, submit a copy of the State's "report to the public" with the Biennial Performance Report and indicate, in the row labeled Explanation/Discussion in Table 1, where the information found in Table 1A can be located in the State's "report to the public".

Biennial Performance Report <u>Participation in/Performance of Students Receiving Special Education Services on General Assessments</u>

SY: 2000-2001 State: **ARIZONA**

				General Ass	essment: AIMS -	- Out of Level				
Grade X	Age	Content Area: Reading – Foundat	ions (Grade 3)			Content Area: Reading – Essen				
		Falls Far Be low Proficiency Level	Approaches Proficiency Level	Meets Proficiency Level	Exceeds Proficiency Level	Falls Far Below Proficiency Level	Approaches Proficiency Level	Meets Proficiency Level	Exceeds Proficiency Level.	
		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	
5	10 Yrs	1044	897	757	110					
8	13 Yrs	292	319	329	56	776	466	292	34	
10-12	15-18 Yrs	253	248	266	73	454	639	379	57	

				General Ass	essment: AIMS -	– C	Out of Level				
Grade X	Age	Content Area: Reading – Essentia	ıls II (Grade 8)				Content Area: Math – Foundation	s (Grade 3)			
		Falls Far Below Proficiency Level	Approaches Proficiency Level	Meets Proficiency Level	Exceeds Proficiency Level		Falls Far Below Proficiency Level	Approaches Proficiency Level	Meets Proficiency Level	Exceeds Proficiency Level.	
		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	
5	10 Yrs						722	576	208	57	
8	13 Yrs						224	183	78	23	
10-12	15-18 Yrs	683	294	315	32		185	108	48	25	

				General Ass	essment: AIMS -	- 0	ot of Level					
Grade X	X	Content Area: Math – Essentials	(Grade 5)				Content Area: Math – Essentials II (Grade 8)					
		Falls Far Below Proficiency Level	Approaches Proficiency Level	Meets Proficiency Level	Exceeds Proficiency Level		Falls Far Below Proficiency Level	Approaches Proficiency Level	Meets Proficiency Level	Exceeds Proficiency Level.		
		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed		
5	10 Yrs											
8	13 Yrs	338	382	40	31							
10-12	15-18 Yrs	187	233	38	32		394	89	11	4		

Biennial Performance Report <u>Participation in/Performance of Students Receiving Special Education Services on General Assessments</u>

SY: 2000-2001 State: **ARIZONA**

				General	Assessment: St	anford 9			
Grade X	Age	Content Area: Reading				Content Area: Math			
		1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level	1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level.
		No. of Students Assessed							
1	6 Yrs								
2	7 Yrs	3175	1458	762	244	3422	1575	892	690
3	8 Yrs	3739	1519	630	286	6474	1864	831	506
4	9 Yrs	3501	1527	595	307	3579	1789	892	440
5	10 Yrs	3213	1035	525	225	3476	1199	664	382
6	11 Yrs	2756	1139	458	232	2909	1236	666	357
7	12 Yrs	2602	876	422	159	2779	999	451	221
8	13 Yrs	2350	961	412	196	2364	1032	489	185
9	14 Yrs	2482	612	308	149	1705	1210	455	399

If ALL information found in Table 1A is being reported as part of the State's "report to the public" (34 CFR §300.139(b)), then Table 1A is NOT required. Instead, submit a copy of the State's "report to the public" with the Biennial Performance Report and indicate, in the row labeled Explanation/Discussion in Table 1, where the information found in Table 1A can be located in the State's "report to the public".

Biennial Performance Report <u>Participation in/Performance of Students Receiving Special Education Services on General Assessments</u>

SY: 2000-2001 State: **ARIZONA**

				General Assess	sment: Stanford	9 – Out of Level				
Grade X	Age	Content Area: Reading – Test gra	de 2			Content Area: Reading – Test gr				
		1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level	1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level.	
		No. of Students Assessed								
3	8 Yrs	495	329	150	31					
4	9 Yrs	586	325	153	37	438	241	101	26	
5	10 Yrs	333	204	86	19	615	397	171	47	
6	11 Yrs	255	142	55	8	535	316	124	34	
7	12 Yrs	138	57	25	3	401	251	109	44	
8	13 Yrs	66	58	22	5	268	195	72	37	
9	14 Yrs	22	13	7	1	159	103	42	20	

Table 1B SY: 2000-2001 State: ARIZONA

				General Asses	sment: Stanford	9 -	- Out of Level				
Grade X	Age	Content Area: Reading - Test grad	de 4				Content Area: Reading – Test gra	ade 5			
		1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level		1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level.	
		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	
5	10 Yrs	257	184	78	19						
6	11 Yrs	420	248	102	45		214	122	46	12	
7	12 Yrs	352	221	83	39		379	203	87	25	
8	13 Yrs	210	125	55	19		363	206	99	58	
9	14 Yrs	75	45	22	18		224	131	78	30	

				General Assess	sment: Stanford	9 – Out of Level				
Grade X	Age	Content Area: Reading – Test gra	de 6			Content Area: Reading – Test gra	ade 7			
		1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level	1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level.	
		No. of Students Assessed								
7	12 Yrs	122	60	28	7					
8	13 Yrs	126	109	46	7	40	33	17	4	
9	14 Yrs	74	34	15	2	39	37	16	5	

				General Assess	sment: Stanford	9	- Out of Level		
Grade X	Age	Content Area: Reading – Test gra	ide 8						
		1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level				
		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed				
9	14 Yrs	153	68	29	10				Ī

				General Asses	sment: Stanford	9 -	- Out of Level				
Grade X	Age	Content Area: Math – Test grade	2				Content Area: Math – Test grade	3			
		1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level		1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level.	
		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	
3	8 Yrs	568	248	124	58						
4	9 Yrs	475	270	149	61		380	241	79	36	
5	10 Yrs	274	156	84	51		504	307	118	59	
6	11 Yrs	165	86	81	55		381	278	129	52	
7	12 Yrs	91	62	44	37		287	203	113	57	
8	13 Yrs	62	39	30	23		188	136	90	30	
9	14 Yrs	20	9	10	8		102	70	45	23	

				General Assess	sment: Stanford	9 -	- Out of Level				
Grade X	Age	Content Area: Math - Test grade	4				Content Area: Math – Test grade	5			
		1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level		1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level.	
		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	
5	10 Yrs	201	132	62	21						
6	11 Yrs	338	239	90	29		244	110	37	13	
7	12 Yrs	306	191	74	33		426	175	69	22	
8	13 Yrs	177	139	45	26		425	219	108	38	
9	14 Yrs	56	50	15	12		198	124	59	24	

General Assessment: Stanford 9 – Out of Level										
Grade X	Age	Content Area: Math – Test grade 6			Content Area: Math – Test grade 7					
		1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level	1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level.	
		No. of Students Assessed								
7	12 Yrs	111	66	26	9					
8	13 Yrs	150	98	46	8	44	25	20	0	
9	14 Yrs	72	31	16	5	50	20	10	9	

	General Assessment: Stanford 9 – Out of Level									
Grade X	Age	Content Area: Math – Test grade	8							
		1 st quartile Proficiency Level	2 nd quartile Proficiency Level	3 rd quartile Proficiency Level	4 th quartile Proficiency Level					
		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed					
9	14 Yrs	133	53	21	3					

Biennial Performance Report <u>Participation in/Performance of Students Receiving Special Education Services on Alternate</u> Assessments

SY: 2000-2001 State: **ARIZONA**

	Alternate Assessment – For AIMS (AIMS-A)								
Grade Agex		Content Area: Reading				Content Area: Writing			
		Falls far below Proficiency Level	Approaches Proficiency Level	Meets Proficiency Level	Exceeds Proficiency Level	Falls far below Proficiency Level	Approaches Proficiency Level	Meets Proficiency Level	Exceeds Proficiency Level.
		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed
1									
2									
3	9Yrs	23	33	36	3	31	22	39	1
4									
5	11 Yrs	19	11	18	24	19	7	16	5
6									
7									
8	14 Yrs	12	7	9	4	10	3	16	2
9									
10	16 Yrs	13	9	17	2	18	2	18	3
Null age		337	273	514	26	356	186	530	53

If ALL information found in Table 1B is being reported as part of the State's "report to the public" (34 CFR §300.139(b)), then Table 1B is NOT required. Instead, submit a copy of the State's "report to the public" with the Biennial Performance Report and indicate, in the row labeled Explanation/Discussion in Table 1, where the information found in Table 1B can be located in the State's "report to the public".

Biennial Performance Report <u>Participation in/Performance of Students Receiving Special Education Services on Alternate</u> Assessments

SY: 2000-2001 State: **ARIZONA**

				Alternate As	sessment – For A	IMS (AIMS-A)			
Grade	Age x	Content Area: Math			Content Area:				
		Falls far below Proficiency Level	Approaches Proficiency Level	Meets Proficiency Level	Exceeds Proficiency Level	Falls far below Proficiency Level	Approaches Proficiency Level	Meets Proficiency Level	Exceeds Proficiency Level.
		No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed	No. of Students Assessed
1									
2									
3	9 Yrs	40	28	26	0				
4									
5	11 Yrs	24	9	11	0				
6									
7									
8	14 Yrs	14	4	11	0				
9									
10	16 Yrs	13	11	13	0				
Null age repo		169	125	390	13				

If ALL information found in Table 1B is being reported as part of the State's "report to the public" (34 CFR §300.139(b)), then Table 1B is NOT required. Instead, submit a copy of the State's "report to the public" with the Biennial Performance Report and indicate, in the row labeled Explanation/Discussion in Table 1, where the information found in Table 1B can be located in the State's "report to the public".

Table 2 Table 3

Suspension/Expulsion
Disproportionality by
Race, Disability, and
Placement

State of **Arizona** TABLE 2

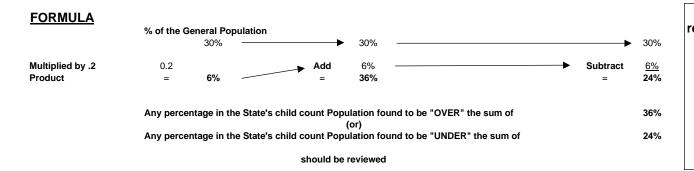
Biennial Performance Report

Suspension and Expulsion

Note: If Suspension and Expulsion are addressed on Table 1, Table 2 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Suspension and Expulsion.

Performance Data: 2000-2001
Suspension and Expulsion information is presented in Goal 2, Performance Indicator C.
The reporting requirements for Suspension and Expulsion are covered in this performance indicator.
Suspension and Expulsion Performance Targets/Benchmarks:
Explanation/Discussion for Suspension and Expulsion Data:
Explanation Floration in California and Explanation Battle
 Specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.
If applicable, describe what types of significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

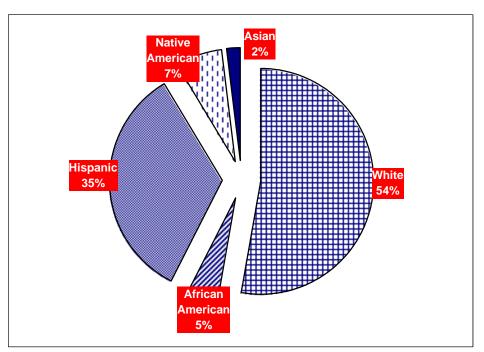
Disproportionality Report



This is the Federally recommended method for determining Ethnic Disproportionality of school age children within a state.

General Population is defined here as both regular & special education children.

District Statistics Report 2000 - 2001



Student Total: 893512

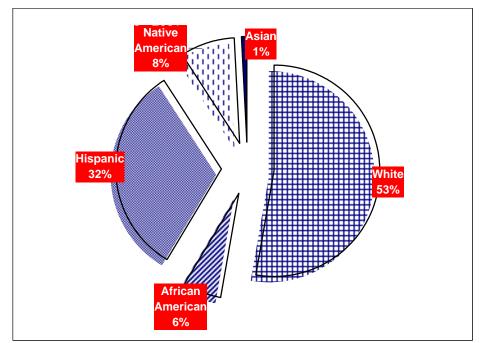
Total Sudent Population by Ethnicity

Ethnic Group	Number	Percent			
White	471285	54.0%			
African American	41392	5.0%			
Hispanic	303107	34.0%			
Native American	59498	7.0%			
Asian	18230	2.0%			
Total	875282	100.0%			

SPED Total: 96442

SPED Sudent Population by Ethnicity

Ethnic Group	Number	Percent
White	50962	53%
African American	5517	6%
Hispanic	31080	32%
Native American	7955	8%
Asian	928	1%
Total	96442	100%



District Statistics Report Statewide Special Education Totals by Type and Ethnicity

A-Autism HI-Hearing Impairment MD-Multiple Disabilities MIMR-Mild Mental Retardation MOMR-Moderate Mental Retardation OI-Orthopedic Impairment OHI-Other Health Impairment SLD-Specific Learning Disability SMR-Severe Mental Retardation TBI-Traumatic Brain Injury VI-Visual Impairment **DB-Deaf and Blind** EDP-Emotional Disability, Separate Facility, Private School **ED-Emotional Disability** MDSSI-Multiple Disabilities, Severe Sensory Impairment PMD-Preschool - Modern Delay PSD-Preschool - Severe Delav PSL-Preschool -Speech/Language Delay

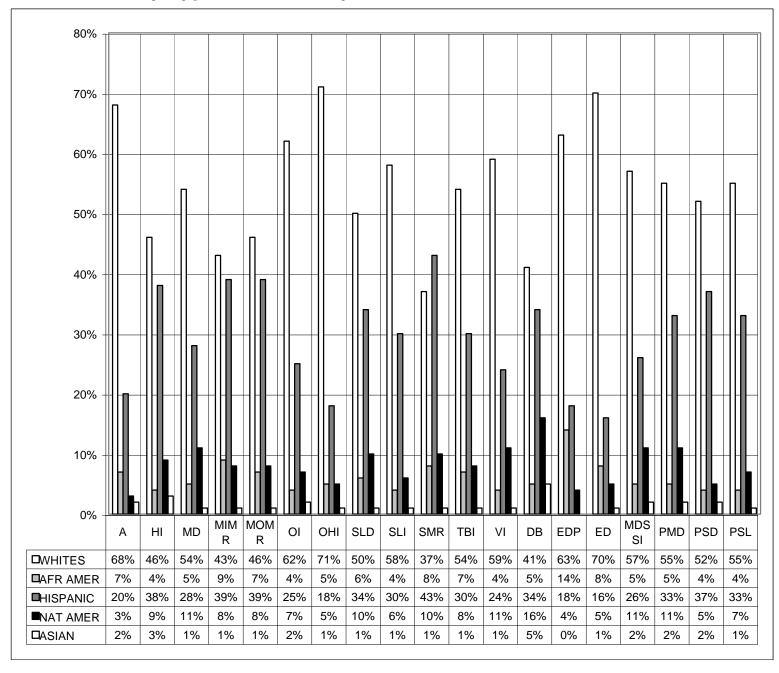


TABLE 3 State of ARIZONA

Biennial Performance Report Disproportionality of Disability by Ethnicity

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Performance Data: 2000-2001 - Disproportionality by Category of Disability by Ethnicity

Refer to the attached Disproportionality Tables for complete information.

Statewide data indicate that all ethnicity categories are within the expected identification rate for the State except Asian, which is slightly below the expected identification rate.

Specific areas of concern with reference to disability categories:

- 1. African American students identified with an **Emotional Disability** exceed the expected percentage of 6% by **8%** for ED-P and **2%** for ED. The category ED-P is an Arizona category that discribes students needing high intensity intervention such as day-treatment.
- 2. African American students identified with Mental Retardation exceed the expected percentage of 6% by 3% for Mild Mental Retardation and by 1% for Moderate Mental Retardation.
- 3. Native American students identified with Specific Learning Disabilities exceed the expected percentage of 8% by 2%.
- 4. Native American students identified as Preschool Moderate Delay exceed the expected percentage of 8% by 3%.
- 5. White students identified with Other Health Impairment exceed the expected percentage of 65% by 6%.
- 6. White students identified with Emotional Disabilities exceed the expected percentage of 65% by 5%.

The following categories of disability are not identified as areas of concern because of unlikelihood of misidentification or overidentification: Autism, Hearing Impairment, Multiple Disabilities, Severe Mental Retardation, Traumatic Brain Injury, Visual Impairment, Deaf Blind, Multiple Disabilities - Severe Sensory Impairment

Refer to attached charts for complete information

Disproportionality Performance Targets/Benchmarks:

- 1. African American students classified as ED-P will be reduced
 - a. 2003 benchmark = 13%
- 2. African American students classified as ED will be reduced
 - a. 2003 benchmark = 7.5%
- African American students classified with Mild Mental Retardation will be reduced
 - a. 2003 benchmark = 8.5%
- African American students classified with Moderate Mental Retardation will be reduced
 - a. 2003 benchmark = 6.5%
- 5. Native American students classified with Specific Learning Disabilities will be reduced
 - a. 2003 benchmark = 7.5%
- 6. Native American students classified as Preschool Moderate Delay will be reduced
 - a. 2003 benchmark = 10.5%
- 7. White students classified as Other Health Impaired will be reduced
 - a. 2003 benchmark = 70.5%
- 8. White students classified with Emotional Disabilities will be reduced
 - a. 2003 benchmark = 69.5%

Explanation/Discussion for Disproportionality Data:

Targets 1-4: Arizona is not unlike most other states in that we have a disproportionate percentage of African American students who are labeled as Emotionally Disabled or Mentally Retarded. We are cognizant of the issues that minority students face as it pertains to poverty (biological/social factors) and bias and those concomitant effects.

Targets 5-6: Native American students are over represented in 8 disability groups; however, 5 of the groups involve sensory impairments that are not likely to be misidentified. One group was severe mental retardation that is also an unlikely category for misidentification. Therefore, the two categories that are considered as potential over-identification are Specific Learning Disabilities and Preschool Moderate Delay. Cultural implications of language and communication expectations may be a factor in these two areas.

Targets 7-8: White students are over-identified as Other Health Impaired, Emotionally Disturbed, or Autistic. As the incidence rate of autism is a growing issue in the U.S. and the causes of that growth rate have not been determined, Arizona will focus its attention on the categories of OHI and ED.

In line with recommendations made by the National Research Council (NRC), Arizona has several programs/projects in place that are expected to have an impact on the reduction of disproportionate distribution of African American, Native American, White and Hispanic students in these disability categories.

- 1. The Professional Development Leadership Academy (PDLA) is designed to improve the outcomes of teacher training and in-services, thereby improving the ability of education professionals to appropriately identify and serve students with disabilities.
- 2. The Arizona Behavioral Initiative is building the capacity of our schools to address discipline and behavioral issues in a positive manner by improving school climate.
- 3. As a result of an OSEP monitoring finding, Arizona has been working on improving the access to counseling services.
- 4. The Arizona Center for Professions in Education is focusing on the recruitment and retention of qualified personnel for the state. It has also established a web-based clearinghouse for research-based practices.
- 5. Arizona READS is a new reading initiative designed to ensure all children read by the end of third grade.
- 6. The Arizona State Improvement Grant (SIG), while not yet funded, targets early identification of reading difficulties and provides intensive intervention. It will also focus on the training and employment of educators with ethnic backgrounds similar to the populations represented in Arizona.
- 7. The state has established two research-oriented positions that are designed to gather complete and accurate information, analyze that information and work with schools to make positive changes in the various areas, including disproportionality.
- 8. The state has established a task force to look at issues of disproportionality. This group will identify the public education agencies with the most significant disproportional distributions and will work with those agencies to determine causes and possible solutions.

<u>Caucasian</u> 54% Subtract = 43%

65%

43%

Any percentage in the State's child count Population found to be "OVER" the sum of (or)

Add

child count Danulation found to be "LINDED" the sum of

Any percentage in the State's child count Population found to be "UNDER" the sum of

▶ 54%

11%

65%

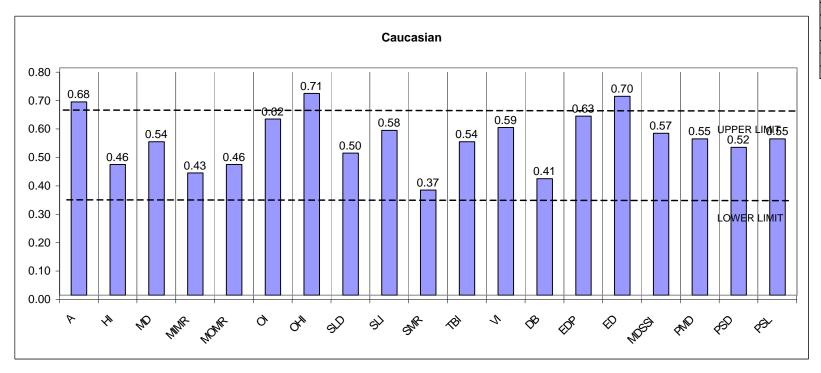
SHOULD BE REVIEWED!

% of the General Population 54%

0.2

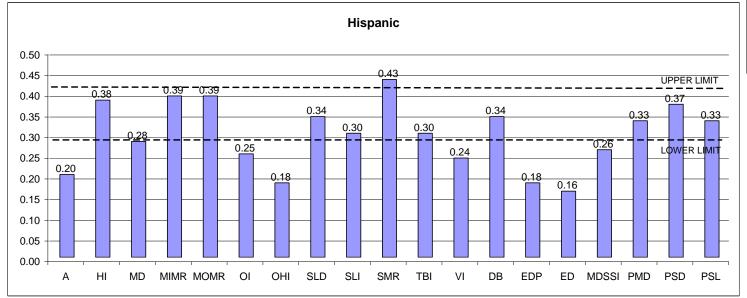
Multiplied by .

Product



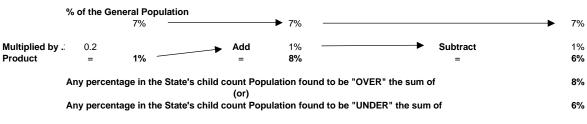
DATA TABLE				
Α	0.68			
Ħ	0.46			
MD	0.54			
MIMR	0.43			
MOMR	0.46			
OI	0.62			
ОНІ	0.71			
SLD	0.50			
SLI	0.58			
SMR	0.37			
TBI	0.54			
VI	0.59			
DB	0.41			
EDP	0.63			
ED	0.70			
MDSSI	0.57			
PMD	0.55			
PSD	0.52			
PSL	0.55			

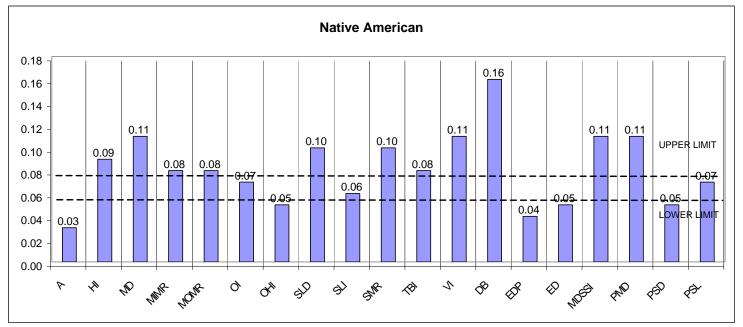
Hispanic ## of the General Population 34% Multiplied by .: 0.2 Product Any percentage in the State's child count Population found to be "OVER" the sum of Any percentage in the State's child count Population found to be "UNDER" the sum of 27% Any percentage in the State's child count Population found to be "UNDER" the sum of 27%



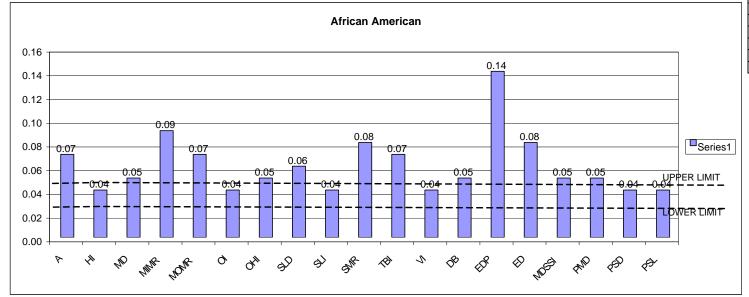
DATA	DATA TABLE				
Α	0.20				
HI	0.38				
MD	0.28				
MIMR	0.39				
MOMR	0.39				
OI	0.25				
OHI	0.18				
SLD	0.34				
SLI	0.30				
SMR	0.43				
TBI	0.30				
VI	0.24				
DB	0.34				
EDP	0.18				
ED	0.16				
MDSSI	0.26				
PMD	0.33				
PSD	0.37				
PSL	0.33				

Native American



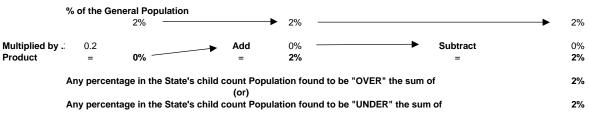


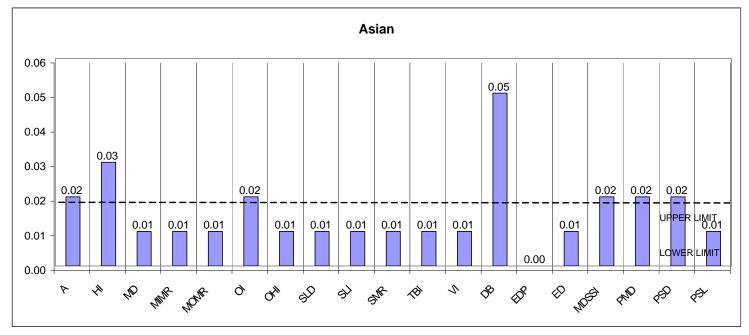
DATA TABLE				
Α	0.03			
HI	0.09			
MD	0.11			
MIMR	0.08			
MOMR	0.08			
OI	0.07			
OHI	0.05			
SLD	0.10			
SLI	0.06			
SMR	0.10			
TBI	0.08			
VI	0.11			
DB	0.16			
EDP	0.04			
ED	0.05			
MDSSI	0.11			
PMD	0.11			
PSD	0.05			
PSL	0.07			



DATA	DATA TABLE					
Α	0.07					
HI	0.04					
MD	0.05					
MIMR	0.09					
MOMR	0.07					
OI	0.04					
OHI	0.05					
SLD	0.06					
SLI	0.04					
SMR	0.08					
TBI	0.07					
VI	0.04					
DB	0.05					
EDP	0.14					
ED	0.08					
MDSSI	0.05					
PMD	0.05					
PSD	0.04					
PSL	0.04					

<u>Asian</u>





DATA TABLE				
Α	0.02			
HI	0.03			
MD	0.01			
MIMR	0.01			
MOMR	0.01			
OI	0.02			
OHI	0.01			
SLD	0.01			
SLI	0.01			
SMR	0.01			
TBI	0.01			
VI	0.01			
DB	0.05			
EDP	0.00			
ED	0.01			
MDSSI	0.02			
PMD	0.02			
PSD	0.02			
PSL	0.01			

Disproportionality of Placement by Ethnicity

Performance Data: 2000-2001 - Disproportionality by Placement by Ethnicity

Specific areas of concern related to placement:

- 1. African American students are placed in segregated settings (public and private day and residential facilities) more frequently than other students. They are also slightly over-represented in self-contained classrooms. The over representation in each federal placement category is:
 - a. Outside of the regular classroom more than 60% of the day =1%;
 - b. Public separate day school = 6%;
 - c. Private separate day school at public expense = 5%;
 - d. Public residential facility = 4%, and;
 - e. Private residential facility = 2%.
- Hispanic students are served in public residential facilities at a rate 7% above the expected rate of 41%
- 3. Native American students are significantly over represented in private residential facilities (6%) and somewhat over represented in home/hospital settings (2%).

Refer to attached charts for complete information

Disproportionality Performance Targets/Benchmarks:

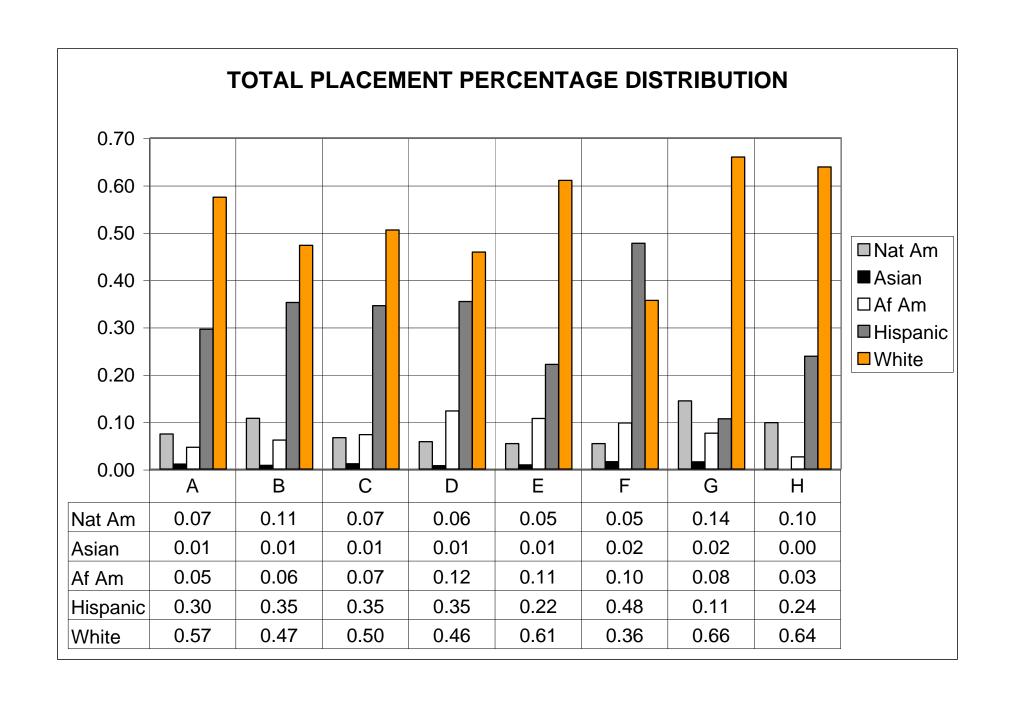
- 1. African American students placed in public and private day and residential facilities will show progressive movement toward less restrictive placements
 - a. 2003 benchmark = separate day school placements will be reduced by 10% of the over representation
- 2. Percent of Hispanic students placed in public residential facilities will decrease.
 - a. 2003 benchmark = reduction of 10% of the over representation
- 3. Percent of Native American students placed in private residential facilities will decrease
 - a. 2003 benchmark = reduction of 10% of the over representation

Explanation/Discussion for Disproportionality Data:

Target 1-3: ADE will analyze state data to determine schools in which the over representation in restrictive placements is occurring. From this analysis, ADE, in conjunction with the field, will determine the root causes for the restrictive placements and develop strategic plans to resolve the issues. The most likely cause of most of the over representation is the rural and remote nature of parts of the state, and the difficulty in funding, staffing, and operating programs in small schools for children with significant disabilities. The over representation of Native American students in private residential facilities is exclusively caused by a historic alliance between the Navajo Nation and a private school located on the reservation that is highly respected by tribal members. The ADE role in this instance will be to determine if adequate alternatives exist for students in local education agencies to ensure IEP team consideration of the least restrictive environment in placement decisions.

Legend for Placement by Ethnicity

Service Type	Description
A	Outside the regular classroom less than 21% of the day
	• Includes AZ services types of A, I, and S
В	Outside the regular classroom for at least 21% but not more than 60% of the
	day
C	Outside the regular classroom for more than 60% of the day
D	Public separated day school for greater than 50% of the day
E	Private separated day school for greater than 50% of the day
F	Public institutional facility for greater than 50% of the school day
G	Private institutional facility for greater than 50% if the school day
	 Includes AZ services types of G and V
Н	Home/hospital program



Caucasian

